2005 PAAP Mathematics Entry Slip for Content Standard

C

Student Name: _____ **Grade:** _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

(**Rubric Level 1**)   *Rubric Level 2*   *Rubric Level 3*   *Rubric Level 4*

STEP 3

- Circle the **ONE** Content Standard and the **ONE** Performance Indicator used by the student to complete the work for this Content Standard Entry.

MATHEMATICS

A.	Numbers & Numbers Sense	1	2	3	4	
B.	Computation	1	2	3	4	
Ⓒ	Data Analysis & Statistics	①	2	3	4	5
D.	Probability	1	2	3	4	
E.	Geometry	1	2	3	4	
F.	Measurement	1	2	3		
G.	Patterns, Relations, Functions	1	2	3	4	
H.	Algebra Concepts	1	2	3	4	5 6
I.	Discrete Mathematics	1	2	3	4	
J.	Mathematical Reasoning	1	2			
K.	Mathematical Communication	1	2			

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

☐ Steps 1-3 on this Entry Slip have been completely filled out.
☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one):   ELA   ⟨Mathematics⟩   Science & Technology

Content Standard: __C__   Performance Indicator: __1__   Rubric Level: __1__   Rubric Page# Math 7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☐   Performance Based ☐

Source of Task: __PAAP Task Bank_____   Points for Task: __6__

Task Title: Daily Temperatures_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The student was asked to generate a question about temperatures that he/she wanted to answer through a weather study, and was then involved in a four step weather project focused on collecting, recording, arranging, and interpreting data in order to answer that question. The question was recorded below and on the final worksheet of the second task before the project began. The **first task** for this Entry required the student to: 1) record the outdoor temperature, morning and afternoon, for three days, and, 2) arrange all of the resulting data, beginning with the coldest temperature and ending with the warmest temperature, on a given table.

Question: _____

Teacher / student recorded the data on the template.
    (circle one)

Prior Knowledge and Skills Required:

The student needed to know how to read a thermometer, the concepts of cold and hot relative to temperatures on a thermometer, and how to use the templates for recording and arranging the data.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

Instruction on pre-task activity topics noted above, monitoring of individual progress, provision of the templates for recording and arranging data and opportunities for practice in their use.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Daily Temperatures

Table A
Record the **morning** temperatures for three days.

Date	Morning Temperature

Table B
Record the **afternoon** temperatures for the same three days.

Date	Afternoon Temperature

- -

Using the information that you recorded on Tables A and B, arrange the temperatures from coldest to warmest, on the chart below.

Date						
A.M. or P.M.						
Temperature						

Coldest ➔ **Warmest**

% Correct _____

2005 MEA PAAP Task Description #____

Student Name: _____ **Task Date:** _____

Content Area (Circle one):   ELA   ⟨Mathematics⟩   Science & Technology

Content Standard: _C_   Performance Indicator: _1_   Rubric Level: _1_   Rubric Page# Math 7

Assessment Format (as listed in "PAAP Framework of Assessment Formats") Check all that apply:
Selected Response ☒   Constructed Response ☒   Performance Based ☐

Source of Task: __PAAP Task Bank_____   Points for Task: __6__

Task Title: _Daily Temperatures_____

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry required the student to interpret data from the temperature table created for the first task in order to answer three given questions and the question he/she had generated before the project began.

Teacher / student recorded the data on the template.
      (circle one)

Prior Knowledge and Skills Required:
The student needed to know how to read a thermometer, the concepts of cold and hot relative to temperatures on a thermometer, and how to use the templates for recording and arranging the data.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

Instruction on pre-task activity topics noted above, monitoring of individual progress, provision of the template for recording data, and opportunities for practice in their use.

Level of Assistance (Check one):   **Task Specific** ☐   **Not Task Specific** ☐
(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.*)

_____ = correct

% Correct _____

Other Information: (ex., *Clarify how the point value of the task was determined.*)

Daily Temperatures

What Does My Temperature Chart Tell Me?

Use the temperature chart you completed earlier to answer the questions below.

1. What was the highest temperature that you recorded? _____

2. On what date did you record the lowest temperature? _____

3. What was the lowest temperature that you recorded? _____

My Weather Project Question

My question about this weather project was:

The answer to my question was:

% Correct _____